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ABSTRACT

Included in this collection of papers from the Louisiana Library Association's Academic Section 1982 Micro Symposium are (1) an overview of the history and changing role of academic libraries by Jane P. Kleiner; (2) "Afro-American Literature and the Contemporary Publishing Industry," a paper by Dorothy Davis which discusses the present state of the publishing industry, black writers in American society, and the relationships between black authors and contemporary publishers; (3) "Academic Law Libraries," by Lance Dickson, a paper in which the differences between academic law libraries and other types of libraries are highlighted; and (4) "Online Bibliographic Retrieval Services in the Undergraduate Library," by Eleanor Elder, in which the advantages of providing online information service to undergraduates are evaluated. (JL)

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# LOUISIANA LIBRARY ASSOCIATION

## ACADEMIC SECTION

"ACADEMIC LIBRARIES - VISIBLE, VOCAL, VITAL"

March 25, 1982

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Micro Symposium Papers

Edited by

Jane P. Kleiner

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## AFRO-AMERICAN LITERATURE AND THE CONTEMPORARY PUBLISHING INDUSTRY

by

Dorothy Davis
Southern University Library

Following a description of the contemporary publishing and book marketing industries, the paper offers an historical account of the Black writer and his works. Selected early Black writers are discussed and the Harlem Renaissance is depicted. Prominent themes in Black literature are outlined. The writings of Frederick Douglas, Booker T. Washington, William E. B. Dubois and others are explored. The paper notes the effect of the Civil Rights movement on the genre along with the increasing demand for manuscripts produced during this conflict. The relationship between the publishers and Black authors, and the Afro-American literature they created is outlined. Factors in the publishing industry which effect the literature are presented and questions are raised concerning treatment afforded its authors. An ennumeration and discussion of methods aimed at encouraging, recognizing and preserving Black literature conclude the paper.

## ACADEMIC LAW LIBRARIES

by

Lance Dickson
Paul M. Herbert Law Center, LSU

After providing a picture of the average law library, the author briefly notes differences between these legal institutions and other libraries. Accreditation requirements are cited along with qualifications for law librarians. The role of the librarian in the legal academic community is defined and professional duties in collection development and information retrieval are highlighted. The paper explores the legal publishing industry and its effects on building and maintaining the library collection. The role of the computerized information retreival systems in legal research is discussed along with the importance of such systems to librarians, law students and practicing attorneys. The problems of differentiating between reference assistance and legal advice are presented. It concludes with a description of academic law libraries in Louisiana and the professionals who administer them.

## ONLINE BIBLIOGRAPHIC RETRIEVAL SERVICES IN THE UNDERGRADUATE LIBRARY

by

Eleanor Elder
University of New Orleans

This paper addresses three questions relative to providing computerized literature searches to undergraduates:

1. Is computer searching the method of choice or would another technique be just as effective or perhaps even better?
2. Is this method of searching affordable?
3. Does the computer search have any value as a teaching tool?

The advantage of the manual search are weighed against the positive aspects of the machine search. The retrospective coverage and browsing feacures offered the manual searcher are contrasted with the capability of the machine search to combine two or more concepts for rapid access. Emphasis is placed on the value of online bibliographic reference retrieval as a tool in teaching library skills. A discussion of the reference interview and its application to computer searching focuses on the exchange between librarian and student as a vehicle for effective library instruction.

## REMOVING LIBRARY ARCHITECTURAL BARRIERS TO THE HANDICAPPED

by

Thein Swe
Louisiana State University

An historical account of academic libraries relative to architectural design and the handicapped traces the public lack of concern to the growing interest in resolving this problem first evinced in the 1950s and 1960s. Attention is given to access to buildings, movement within buildings and in the stacks, exits and the use of such facilities as washrooms, telephones and drinking fountains. Also noted is the Federal government's contributions to eliminating physical barriers via legal regulatory actions outlining standards of design for public buildings. State and Federal legislation against such barriers is examined along with the role of librarians in eliminating these architectural problems. The paper focuses on the abilities and inabilities of libraries to adhere to the regulating codes. It suggests that libraries are faced with problems other than those of architectural design when serving the handicapped and points out that such service necessitates individualized staff time.

# ACADEMIC LIBRARIES: VISIBLE, VOCAL, VITAL - AN OVERVIEW

By Jane P. Kleiner
Louisiana State University Library

The story of libraries from the earliest times to the present is interwoven with the story of writing and with the methods of accumulating, preserving and transmitting written information and knowledge. The history of education is also integral to the story of libraries for education has been and today still is responsible for creating the body of information and knowledge libraries work to preserve. Indeed libraries and education have developed parallel to one another for the growth of libraries is dependent on the products of education. In fact, libraries have come into being largely in response to education.

In ancient Greece, Aristotle brought together young men dedicated to education over 300 years before the birth of Christ. Hence, the Lyceum was born and with it one of the first university libraries.

During this early period, education and libraries developed side by side--in the palaces and temples of ancient Assyria, at Alexandria and later in the monasteries. Throughout history, libraries have been a foundation of scholarship and learning. Even the decline of educational and artistic activity during Europe's Dark Ages did not halt this trend for it continued to flourish elsewhere in the world. In Constantinople, legal scholars produced the Justinian Code through the use of library and other sources. This collection of Roman Laws still remains as one of the world's most important legal documents.

By the middle of the twelth century, students were exploring Latin grammar and studying other subjects. The rise of cathedral schools, the appearance of writing in the vernacular and the increasingly favorable

But research material is only a part of the modern academic collection in the university library. Cultural enrichment is also an educational goal and the collections reflect that aim with books on art, literature, music, history, philosophy and religion. Vocational guidance needs are met with books about jobs. Information is available on political questions and other current events. Recreational reading on sports, travel and other hobbies may be found. All this is in addition to fiction and other entertaining reading material.

As the university library's collections have expanded in content, format and organization, and faculty and students' needs have become more wide ranging, the role of the academic librarian has also evolved. No longer are librarians expected to be merely "the keepers of the books". Today's academic librarian is expected, even required, to take an active role in the educational and research programs of the university.

The modern academic librarian is charged with developing the university's research collections through the selection and purchase of materials. This responsibility dictates the necessity of providing all points of view. Hence, the collection includes diverse literatures and materials containing information and concepts necessary to support the role of the university in its pursuit of knowledge and truth.

In addition the academic librarian takes an active role in faculty and student research by keeping abreast of the sources and the accessibility of research information and through interaction with students and researchers. The librarian insures the timely delivery of needed information and provides instruction in the use of the library and in the methods of library research. The organization and management of the library is also a professional responsibility for the prompt and orderly

social and economic conditions gave rise to universities. Although the early universities did not have libraries because instruction and discussion were the modes of education, the increasing numbers of students created a demand for books. This, plus a growing interest in research and scholarship, made books even more desirable. University libraries were developed to meet these needs.

During the ensuing golden age of libraries in the 16th to the 19th centuries, some of the great libraries founded were situated in universities. The university libraries of Paris, of Strasbourg, of Heidelberg and at Oxford and Trinity are all renouned for their collections of scholarly works. In 1638 John Harvard donated 400 books and some funds for the founding of a university. The gift was considered of such importance that the oldest university in the United States, and the oldest library as well, were named for him.

From the 400 book Harvard Library, university libraries in the U.S. have grown to multi-million volume institutions which have evolved to support the teaching, learning and research needs of modern higher education. During this rapid growth period, however, libraries were extending their collections in ways other than size. Emphasis was placed on broadening the subject matter as well.

Unlike the early universities where libraries were composed primarily of sacred writings, today's modern university collection is eclectic. Its contents range from the sacred to the profane, from classics to the ephemeral, from patriotic to secessionist. Likewise, today's research material is as varied in format as it is in content. Whether it is composed of paper, celluloid, mylar or electricity, or it is linear, circular or an electronic impulse a thousand miles away, it will be found in the university library.

availability of the library's resources must be maintained. Finally, the academic librarian is expected to remain current in the field of librarianship and to contribute to the body of knowledge through study and research.

The entire history of libraries and the growth in university libraries and in academic librarianship have worked to make librarians more "Visible, Vocal and Vital." Visible as leaders in library building and development as well as on regional and national levels within the profession. Vocal throughout history as defenders of the freedom of expression and in the defenses of availability and access to all points of view, all systems of thought. And, Vital, particularly within our own institutions where the academic library and the academic librarian represent the heart of the university and guarantee the free flow of information to the university community.

The papers we have selected for presentation today indicate academic librarians will continue in evolving roles that insure their visibility, vocalness and vitality. These papers indicate the diversity of interests within our profession which confirm that we will continue to be seen and heard. And, most importantly, they represent contributions to knowledge in their investigations of the role of academic libraries relative to selected current professional interests.

Dorothy Davis of Southern University will deal with the problem of Afro-American Literature and the Contemporary Publishing Industry. LSU Law Librarian, Lance Dickson, will provide us with a picture of Academic Law Libraries--institutions vital to insuring our intellectual freedom.

Eleanor Elder of the University of New Orleans will speak in support of Online Bibliographic Retrieval Services in the Undergraduate Library,

and LSU's Thein Swe will address the handicapped's right to access in his paper, "Removing Library Architectural Barriers to the Handicapped."

Historically, we have been visible, vocal and vital. These micro-symposium papers are an indication we will continue to be.

# Afro-American Literature and the Contemporary Publishing Industry

Dorothy E. Davis
Southern University Library

> The publishing world in America emerging from the provincial stage was in the midst of a mechanical and economic revolution, which, despite the small notice given to it in orthodox histories, had a profound influence on the development of American literature. Like most periods of rapid and chaotic expansion, it was characterized by greed, ruthlessness, and small heed to the fundamental decencies of civilized business relations.[1]

This was the publishing scene during the transition from the eighteenth to the nineteenth centuries, as viewed by one critic of the times. Such a transition was characterized by the ascendency of commercialism over culture. Yet, this was termed the atmosphere in which the profession of gentlemen grew up.

While the above description is apt for that period, it could very well describe what is happening in the contemporary publishing world. One must, for clarity and preciseness, substitute modern for provincial and technological for mechanical. For what was then considered a revolution is a continuing phenomenon in the world of publishing today.

To illustrate the accelerated pace and reach of this phenomenon, one needs only to summarize or highlight the developments within the industry in recent years. In an absorbing, three-part article "Onward and Upward

with the Arts - The Blockbuster Complex. I, II, and III," Thomas Whiteside examines the ways in which books, companies and people are bought and sold on the contemporary scene. The series appeared in The New Yorker, September 29, October 6, and October 13, 1980.

A partial listing of recent corporate mergers reads like this:

> ...The hardcover trade-book houses of Alfred A. Knopf and Pantheon Books were taken over by Random House, and Random House was acquired by RCA, Random House then acquired the former independent paperback publishing company Ballantine Books, and then RCA sold Random House to Newhouse Publications, which owns the Newhouse newspaper chain. ...Dell Publishing, one of the principal mass market-paperback houses, was acquired by Doubleday & Company, ...which had previously acquired, among other enterprises, the Literary Guild. ...Fawcett publications was acquired by CBS, which had already acquired another mass-market paperback house, Popular Library, and the hardcover house Holt, Rinehart & Winston. ...Bobbs-Merrill, was acquired by the Internatioal Telephone & Telegraph Corporation. Pocket Books, a leading paperback publisher, was acquired, as part of the hardcover house Simon & Schuster, by the conglomerate Gulf and Western. ...G. P. Putnam's Sons... was acquired by MCA, which had earlier acquired Universal Pictures and the paperback publisher New American Library. The hardcover house Viking Press became a part of Penguin Books, which, in turn, was owned by a conglomerate known as The Pearson-Longman Group. ...The hardcore house E. P. Dutton was acquired by the Dutch publishing Complex Elsevier. ...Little, Brown and Company was acquired by

Time, which subsequently acquired the largest existing book club, the Book-of-the-Month Club...[2]

The litany could go on as indeed a community of interlockings and interweavers of publishers/conglomerates/editors in New York, Boston, Philadelphia and other cities continue to move from house to house in a perennial game of musical (publishing) chairs.

Parallel to these developments, Whiteside describes the rapid growth of large bookstore chains, which ultimately influence the size of printings, major new tax regulations which force reductions in inventories, and he gives considerable treatment to the blockbuster complex. He describes the latter by detailing the acquisition, auctioning-of-rights processes and publications of Judith Krantz's two novels - Scruples [Crown, 1978 and Warner (paperback) 1979] and Princess Daisy [Crown, 1979 and Bantam (paperback) 1980], as prime examples of the upbeat aspect of the contemporary publishing scene.

The extraordinary transitions of this industry has undoubtedly had many effects whose nature has not been fully understood by even those involved in the developments, let alone those in government or in academia. It is with the impact upon the latter that the writer is concerned. Of special interest is the challenge faced by librarians and others in the academic world who must re-examine their roles in regard to Afro-American literature, a literature which is especially vulnerable to these successive alterations in publishing.

The literary domain in the United States has been presided over, in most cases, by the white majority - the publishers, editors, critics as well as the professors - their tastes, interests, and priorities dominated what was to be printed, promoted, published and praised. Until the nineteen twenties, these "masters," sometimes without guile, left little for

those writers who chose to write in the Black idiom. Indeed much of the early literature produced by Blacks was merely imitative of the literature of the times, attempting to illustrate artistic competency as an affirmation of the equality of the race. Other works were pious tracts attesting to the humility of its authors, or respectfully middle-classed idealistic commentaries which showed contentment.

Conversely, the autobiographical slave narratives provided a different view. They were essays of escape.

A careful survey of Negro American writing suggests that the variety of responses can be subsumed under the three basic attitudes and their corresponding modes of behavior: Accommodation, Protest and Escape.[3]

By the end of the pioneer period, which dates roughly from 1760 to 1830, George Moses Horton was the only writer who remained an accommodationist. Escape in the Phillis Wheatly sense was unthinkable. Protest was the mode as well as the theme.

In the early 1800's the Black writer was not prolific. The men and women were primarily preachers, teachers and activists who had a concept of duty - to uplift themselves. As the 1800's ended and the 1900's approached, a small host of new writers emerged, bridging the emotional gap between the pre-civil war narratives and the racial position of W. S. Braithwaite.

The fact that Braithwaite refused to be a race poet is easy to criticize, but that does not in any way diminish his contributions as a poet, critic and nationally known anthologist. He was a one-time editor of New Poetry Review, a contributor of essays to Forum, Century, Scribner's and the Atlantic Monthly. This recognition is derived from the annual anthologies of magazine verse, which he compiled [illegible]

attention such authors as Robert Frost, Carl Sandburg and Vachel Lindsay.

In the 1920's, Black literature made a different turn in direction - away from the imitative, polite to expressions of racial pride, expressed in artistic, realistic and sometimes earthy terms. This new turn came with what is most often called the "Harlem Renaissance," a period in which Black writers emerged in print, reflecting their experiences. This period shared many points of similarities with a later period (1950's and 1960's) when again Black writing flourished; there were also great contrasts. Both periods can best be described by a consideration of these certain aspects: the forces that provided the climate, the literary techniques and styles of the writers and the responses of the public.

It is important to note here that the Harlem Renaissance was preceded by almost twenty years during which only Booker T. Washington among Afro-American writers, gained wide public acceptance.

Ironically it was the defeat of his accommodationist doctrine by W. E. B. DuBois that contributed to the ushering in of the renaissance. Other significant contributors to this movement included: World War I and the consequent riots, the northern migration of southern Blacks, the early historical steps of the N.A.A.C.P. and Marcus Garvey, whose development of racial pride in the working man is reflected in that subsequent literature.

The challenge for these writers was to open the doors of the publishing houses and to break into print. For the most part, they succeeded. According to Arna Bontemps, when Harper, Harcourt, Brace, Viking, Knopf and other front-line publishers accepted their manuscripts, "there was a lot of noise." The writers then faced the resistance of booksellers, White readers and Black non-readers. Because the measure of success then was the degree of White attention (Blacks were basically non-consumers of the

literature), some imaginative Black writers avoided racial themes and sought publication simply as "artists."

A complex of forces seemed suddenly to combine and a tremendous interest in Black people and Black life resulted in the White community.

The mood was primitive in theme as well as mode. It was primitive in the sense of stripping experience - the experience of blackness as interpreted by Black poets and novelists, essayists and editors, singers and composers - down to the quivering marrow of emotional content, psychological relevance and racial insight.[4] Black writers took pride in their blackness: it was flaunted, naked - sometimes in anger, sometimes in scorn or satirical amusement.

Most of the writers of this time tried to transform their ideologies into artistic expression rather than open blatant protest and/or escapism. These certain themes were apparent: that the Black man was a part of the American culture that rejects him and that America needed a new aesthetic. One must remember that this was a movement of middle-class Blacks, or more specifically the intelligentsia, who focused more on their existence than political or social uses to which these facts could be put.

The Renaissance authors met the approval of the White audience; it was they who sustained the movement, they who reaped the financial rewards.

The period came to an absolute end with the Great Depression in 1929. It was about ten years before another Black voice was heard.

Even though this treatment of the Harlem Renaissance is cursory at best, one must at least mention four personalities, who although not strictly "renaissance' writers, had strong influences upon Black writers in general and renaissance writers in particular.

The "giants" were": Frederick Douglass (1817-1895), David Walker (1785-1830), Booker T. Washington (1856-1915), and William E. B. DuBois

(1868-1963). Their lives paralleled in such ways as: each was a prominent orator, associated with newspaper publishing, each faced resistance in the Black community, each made significant contributions to his era.

Frederick Douglass, the great abolitionist, assumed his most pressing business to be that of liberating himself and others of his race. His speeches and writings were directed towards whites whom he hoped would become more humanized by considering the experiences he presented. His works demonstrate the growth of his own consciousness and the development of his rationale for protesting against slavery.

Practically all of his written works were non-fiction. "The Heroic Slave," a short story, was the one exception. It appeared in the March, 1853, issue of Douglass' Paper. The Douglass autobiographies were very thorough and eminently successful. Letters, essays, papers, narratives, plus much information for scholars to continue to study as indeed the numerous analytical treatment of his life and writings have provided.

Although none of his writings could be properly interpreted as protest, Booker T. Washington made many contributions to the progress of his race via his writings and orations. He attained wide popularity and as indicated earlier, was the major Black voice in print for the twenty year period prior to the Harlem renaissance.

In addition to the four autobiographies, the Tuskegee-Institute founder published about nine other books during the 1899-1913 period. In addition, volumes of essays are credited to him. Among his published speeches are those famed Sunday evening talks to Tuskegee students.

Many writers have tried to place Booker T. Washington in perspective, with varying degrees of success. Others will continue this tradition.

William E. B. DuBois was a prolific writer during his long life. One thousand nine hundred seventy-five items have been identified as his.

These include twenty books, numerous pieces of poetry, essays, newspaper columns and many periodicals which he edited.

Even though this paper is mainly concerned with the publication of books, it is significant to note that the availability of the white press to controversial Afro-American writers has always been sporadic and unpredictable. DuBois writings enjoyed great popularity in both Black and White periodicals for many years. There was, however, a sharp decline in his articles in White periodicals after he left the Crisis.

The fourth "giant" to be noted here is David Walker, an abolitionist son of a slave father and a free mother. Unlike the other three personalities/writers treated in this segment, he did not write a biography; no one else did either. He did, however, write (in 1829) Walker's Appeal in Four Articles, together with a Preamble, to the Coloured Citizens of the World, but in particular, and very expressly, to Those of the United States of America. Two revisions followed. All three were printed at his own expense, an example that many other Afro-Americans followed when confronted with a resistant publishing world.

The only other known literary product of Walker was his address to the General Colored Association in Boston, which was published on December 19, 1828, in the Freedom's Journal.

Few in-depth studies have been done of Walker even though he is accorded numerous notations in the general histories of Afro-Americans. Though his influence is widespread, much research remains to be done to make David Walker historically complete.

As the Afro-American has struggled for equality throughout his history in America, disagreement of the best way to achieve justice and status as a citizen has occurred among both leaders and followers. David Walker was criticized for his call for slave insurrections, Frederick

Douglass was never the sole arbiter of the policy or tactics in the struggle, and Booker T. Washington and W. E. B. DuBois have been the subject of many a thesis as regards their ideological positions. These controversies are symbolic of those which continue on the contemporary scene, the ramifications of such invite numerous study.

In the decade following the 1954 Supreme court ruling in the Brown vs. Topeka Board of Education case (which ultimately tended to end segregation in the public schools), certain conditions combined effectively to make the Black man in America more visible, vocal and a likely candidate for literary themes. Consequently the writing of this period aimed at new forms, new themes and even a new language. The writers, mostly Black, strove for and achieved a "Black Aesthetic." Strangely enough, a white audience was snared.

This outpouring of Black voices called for the creation of Black Studies Programs at American colleges, which in turn demanded a proliferation of publications dealing with the Black experience. Major companies, prodded by the apparent economic gains, took advantage of this "new" market. The works of a number of writers (of other periods) were reprinted in large numbers. New writers were encouraged to submit manuscripts. In short, Black writers and those who dealt with the Black experience were courted openly by the major publishing companies.

It is ironic yet interesting to note that the Harlem renaissance writers were accorded an expansive re-awakening as their acceptance became widespread in both the White and Black communities during this period. These works provided a basis for further study and added to the

flourished as they set into print the many tongues - of anger, rebellion, pride and truths of subdued and overt admonishment. They gave outlets to many pent-up frustrations and emotions as well as to diligent, thoughtful writers and researchers.

This experience was and is perhaps one of the phenomenons of American history. Though its appeals were primarily consummatory, the whole series of actions/reactions were primarily an end in themselves; programs were second thoughts.

Most of the publishing companies which profited from this movement, however, never had a history of nuturing Black talent in a general way. So it does not surprise anyone that in just about ten (10) years, the jaw of the vise has tightened on the Black writer and he is no longer courted and in this compacted historical interlude, he is relegated to standing on line with or slightly behind the scholarly, esoteric and the other marginally attractive authors.

While we have seen Black writers and writing flourish during the two periods described, the field has not attracted the serious critical concern which it is due. While one would like to believe that the battle over the validity of the field was fought and won long ago, in the minds of many teachers and importantly, of many students, Afro-American literature is a highly specialized area of limited relevance at best and, at worse, a vaguely threatening field of spurious academic value.[5] Such viewpoints are the enemies of critical thinking.

It is of little comfort that Afro-American literature is not alone in its present tenable position. Such a fact suggests that whatever gains or adjustments are accrued by other genres, will be shared, however marginally, by this body of works. The situation is indeed serious and pervasive.

A summary of some of the contributing factors follow:

The big-book, big company trend, equaling big competition for big "bucks." Major companies are taking fewer and fewer risks as they have been hard hit by inflation as well as government regulations. Add to that the conglomorate push to achieve the greatest profit. It is not willing to sustain the marginally profitable. Ten thousand (10,000) copies of a work must be sold to break even in a commercial venture.

The commercial value and longevity of Black books is questionable.

The ethnic market is unexplored. Major companies have never sought to fully understand the Black or third world market, despite the phenomenon in sales during some periods. Publishing must be international in scope for success.

The shifting of editors, publishers. Some companies have lost stability due to the shifting of editors, publishers and even the companies.

Nuturing of authors is not sustained as in prior times. The Black writers who were nutured or encouraged have become fewer or nonexistent.

The political shift in the country. Americans are somewhat wearied and/or hardened by groups asserting their rights. The country is turning toward tradition, order and stability. To be sure, the publishing industry reflects the attitudes, mores and stereotypes of our society, even though it has the forum to project as well as protect endemic attitudes.

Influence of large book stores chains. The large chain of bookstores, like B. Dalton Booksellers (formed by the merger of B. Dalton Bookstores and Pickwick Bookshops), have developed strong relationships with the industry. They have taken an active role in informing publishers of what is likely to sell and what is not. What the B. Dalton people indicate that they think about a book at the bound-proof stage, prior to publication, or even earlier than that, can have a considerable effect on its fortunes after publication, and their opinions are eagerly sought within the

publishing business.[6]

It must be emphasized here that in many cases, such chain stores do not handle packages from minority publishers. In other instances, minority books are relegated to special shelves in bookstores. i.e. Black novels are in the ethnic studies section, Chicano books are with foreign language books. Such practices retard the establishment of readerships.

Other factors not to be overlooked are these: the propensity of the literary establishment to ignore all but a few Black writers, lack of academic support and commitment to literature, the discontinuance of Black Studies Programs in high schools and colleges, the shrinking of dollars, academic and others, and the depersonalized stocking of some bookstores.

In this final phase of this paper, it is suggested that the vise has another jaw - one that is supported by transitions, situations and in a notable way, by people. The writer submits the following recommendations, solutions, remedies and/or suggestions for thought, talk and/or actions:

Support greater appreciation and recognition of Black literature - within society as a whole and the development of literary institutions in the community that will make the work of the writers more accessible there. Notable expressions of this support is the encouragement of university, minority (Black) and small publishers that may publish from original manuscripts or reissue publications from mass market presses. A seeking out of major publishing houses that are not a part of a conglomorate has implications for success. Such houses are still inclined to nuture serious writers. Consider, for example, New Directions, which started off publishing "unestablished" writers. Eventually it published a number of serious writers and built up a commercially viable backlist as these writers grew, largely

because of New Directions. The Collier African/American Library paperback series is an example of a major house which has illustrated commitment to minority literature.

Contact that is direct, sincere. and indicative of support of quality writing is an appropriate expression of concern for the mishandling of Black authors and their writing efforts. In the late nineteen fifties and sixties, major publishers in haste to exploit the "new" market to support Black Studies, first sought out old documents and manuscripts for reprint. The market was flooded with inferior, inaccurate materials often with radical appeal. Commercial companies which had not published minority work before, joined the bandwagon for this period only.

Several new Black publishing houses emerged during this period: Black Academy Press in Buffalo, New York; Broadside Press in Detroit, Michigan; Third World Press in Chicago, Illinois,and Drum and Spear in Washington, D. C. The contributions from these companies were largely of high quality and value. Some exploitation did occur among minority publishers too - i.e. reissuing previously published volumes under new titles with altered format.

The concept that the academic structuring of Black Studies as a separate, valid area must be actively promoted. At the same time "mainstreaming" at appropriate junctures is desirable. One of the salutary consequencies of study in this field is the collection of a core of knowledge about this rich world and the perpetuation of further study.

The field of Black Studies as a separate curriculum has added new dimensions to the concept of optimum Library services and responsibility. Most libraries are taking positive action in changing priorities regarding personnel and financing for Black literature. Others have realized

that attempting to meet the challenge via traditional means is futile.

Too few librarians have shown concern for the limited tools available in Black research. Implications for research librarians are extensive in the area of Black Studies.

Consider, what happens to those good, well-written, interesting and seriously researched books that for want of a publisher, may never see the light of day? The big presses are rejecting them, the small and/or university presses cannot afford them. Serious writing has become a non-profit business.

Publishing is a business, and a powerful one at that. Writing is a talent with its own unique power. Somehow these two talents must be introduced. Our next postulate is designed to do just that.

Seek Federal Funding. If serious writing becomes an endangered act, as it appears to be, it might qualify for subsidy funding. If it is considered culture, then perhaps it merits funding, right along with the ballet, repertory theatre, etc.

Librarians and other academicians can join writers and publishers in seeking government support in the following ways: to assist publishing companies or to subsidize them, provide adequate seed money to related ventures, provide grants to serious writers and in general, have a more positive impact than ever before. Government is in a position, despite the budget "plan," to support institutions and activities that are in serious trouble.

Publishers may be very cautious in making contracts with writers whose works will not be best sellers, this is especially true in the technical and scholarly fields. If they are printed, they will be printed in fewer second printings. Of course, the cost of individual copies will in-

crease.

Although the Supreme Court decision [Thor Power Tool vs. Commissioner of IRS Ruling 80-60 (1980)] involved tools rather than books, the ruling extends the decision to warehouse inventories and makes it retroactive to 1979. The IRS ruling impacts upon all libraries, affecting their capacity to serve the needs of clientele. Implications for action here is extensive. Librarians can generate a considerable amount of leverage in terms of publicity and lobbying.

Seek Foreign Markets. There is something about the Japanese system of doing business that allows them to penetrate even the seemingly strongest of American markets. This phenomenon has been repeated in textiles, consumer electronics, automobiles and semi-conductors. Writers and other book people can look into the publishing industry in Japan for solutions to our problems. Appropriate responses may be engendered in our markets, as we seek other markets. Other countries are also indicated as strong markets for selling/publishing.

Raise Consciousness Levels - about this critical experience in America. Academicians, as librarians surely are, should inform its many publics about the issues herein and keep them constantly aware. Librarians are talented informers. This talent can be well spent in assuring that our most valuable commodity - the book - is sustained in all areas.

The tradition of resource sharing (borrowing, lending and photocopying of materials) as a solution to the problem of limited library budgets is at the same time a contributor to the problem. In the past several years it has been utilized more often. The new copyright law PL 94-553, addressed the "fair use" photocopying, although debate over that issue is still alive. There are not that many hard statistics available as it ap-

plies to borrowing and lending books - but the ramifications are far-reaching. In print lending and borrowing could well be listed as a reason for falling sales and revenues by publishers.

The omission of hard and fast statistics, notably absent from this paper, is somewhat deliberate. Aside from being difficult to ascertain, their usage here would beg deeper analysis and extended time. To merely cite that in 1967 some 734 Black books were in print and in 1979 the figure is close to 1232, would at the most indicate just that. Further, to say that Morrison's Tar Baby (Random House, 1981) Haley's Roots (Doubleday, 1976) or Gaines' ...Jane Pittman (Dial Press, 1971) gained wide public acceptance, would only indicate that these three were among the phenomenons in the current market place.

The purposes of this paper are best served by a perusal, with some attention to detail, of the changes that have occurred in Black publishing and to focus on the contemporary publishing industry - with an aim towards identifying an area for study, research and monitoring. Recognizing that history often repeats itself and that all changes are not progressive ones, the implications are explosive indeed.

It is a positive development that there is open dialogue among professionals in the academic world about the entire problem of minority publishing or the decline of same. Those who are truly dedicated to information proliferation must bear a responsibility to that literature, preserving the retrospective, while nuturing the present and future writers.

Finally, the nugget of my perusal of the topic is to attend to the imagination, the consciousness and the affective side of human conscience, as I indeed write from only an informed heart.

Notes

[1]John Tebbel, A History of Book Publishing in the United States, Vol. I, (New York: R. R. Bowker, 1972), p. 207.

[2]Thomas Whiteside, "Onward and Upward With The Arts - The Blockbuster Complex-I," The New Yorker, (September 29, 1980), pp. 48-49.

[3]Arthur P. Davis, Calvacade (Boston: Houghton Mifflin Company, 1977) p. 3.

[4]Ibid., p. 233.

[5]Richard Yarborough, "Afro-American Literature Without Books?" CAAS Newsletter, v. No. 1, (November 1980), p. 5.

[6]Whiteside, p. 95.

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# ACADEMIC LAW LIBRARIES

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Law libraries have a reputation for being dull places. Law books seldom have illustrations, and they tend to be written in dreadful jargon that only lawyers understand. The clientele comprises judges and attorneys: grey characters in vested suits, obsessed with ancient precedents. Once in a while the reading room is disturbed by low laughter, indicating that someone has discovered a new loophole in the Tax Act.

There may possibly be law libraries like this, but they are not found in colleges or universities. Academic law libraries - in common with other academic libraries - serve a primary community of students and faculty who are not entirely different from the other inhabitants of a conventional campus. An academic law library is certainly a "special" library insofar as it specializes in a particular literature, but its service and clientele is predominately "academic". Blue jeans are more common than vested suits, and low laughter in the reading room probably means that someone has discovered the trial of Lady Chatterley's Lover.

There are approximately 230 academic law libraries in the United States serving 173 accredited and 55 non-accredited law schools.[1]

These libraries range in size from less than 50,000 volumes to nearly 1,500,000 volumes. Among the accredited law schools, the median collection size is roughly 150,000 volumes.[2] A typical academic law library would serve a student body of several hundred law students, and a full-time faculty of twenty to thirty law professors. It would have an annual book budget of perhaps $300,000, and a professional staff of about six librarians. Only a few of the very largest academic law libraries would have a total annual budget that exceeds $1,000,000.[3]

Each of these libraries serves its own law school, which is invariably (but not always) part of a larger educational institution. If the law school is an independent entity, then the library is necessarily independent too. If the law school is part of a larger campus, there may be a general academic library serving the other divisions, but the law school will still have its own library, usually within the law school building. This law library may be a satellite branch of the main library, or it may be administered entirely by the law school. Such independent academic law libraries are by no means uncommon.

There are several reasons for this independence. Lawyers (and law students) use their libraries quite differently from most other people. They very seldom check out a book for the purpose of taking it home to read. On the contrary, they spend long hours in the law library, reading numerous court cases, consulting legal indexes and citators, checking the wording and interpretation of a variety of statutes. A law student uses the library much as a science student uses the

laboratory. It is the place where one must necessarily spend a great deal of time testing hypotheses and checking conclusions. Law library users need convenient open-stack access to a specialized collection of materials, and they need this facility in close proximity to their other legal activities. A general academic library, in a remote part of the campus, does not serve their needs.

Lawyers also have traditional methods of arranging their materials, which are quite different from the familiar organizations employed in other libraries. Law is not generally arranged by subject, but by jurisdiction and by legal authority. A lawyer does not expect to find all the law of divorce in one place, but he does expect to find all the law of Louisiana in one place. And even then he will keep statutory law separate from regulatory law, and case law separate from opinions of the attorney general.

All of these legal materials are also cited in traditional ways, usually by reference to a particular legislature or court. Lawyers have little need for elaborate library classification schemes, whether L.C., Dewey or Universal. It is still quite common for an academic law library of 100,000 volumes to classify only a small part of its collection. The other materials are arranged to facilitate traditional methods of legal research.

A third and very persuasive reason for the independence of academic law libraries arises from the accreditation of law schools. In the United States this is governed by two bodies: the American Bar

Association[4] and the Association of American Law Schools[5]. Both of these institutions have specific requirements about the library facilities needed for law school accreditation. These requirements include details of the library's physical plant, personnel, collection, budget and method of administration. They specify the minimum number of seats and the minimum number of books. They even list the core collection by title.

For example, part of the American Bar Association's accreditation standards read:

> "(a) The dean, law librarian, and faculty of the law school shall be responsible for determining library policy, including the selection and retention of personnel, the selection of acquisitions, arrangement of materials and provision of reader services.
>
> (b) The budget for the law library shall be determined as part of and administered in the same manner as, the law school budget.
>
> (c) The selection and retention of the law librarian shall be by the dean and the faculty of the law school."[6]

These are not recommendations. They are conditions for accreditation, and when a law school receives its periodic accreditation reinspection,

one of the inspectors will invariably be a law librarian. In a fully accredited law school the law library is generally not a division of the general academic library, and the law librarian does not report to the director of libraries. All of this means that the typical academic law library is very closely integrated into the administrative and educational life of the law school. And so too are the library personnel. The director of the law library is not only chosen by the law school faculty, but invariably is a member of the law school faculty, and may also teach courses in substantive law. It is also quite common for reference librarians to teach legal bibliography and methods of legal research including instruction in the use of computerized legal information retrieval systems.

It has consequently become the norm for directors and reference librarians in academic law libraries to hold degrees in both law and library science, and one would have little chance of being hired for either position today without this dual qualification. This state of affairs is a mixed blessing for the professional librarian. Those who possess the joint qualifications enjoy considerable peer equality with the clientele served by their libraries, and their formal training in legal method and legal literature enables them to provide a sophisticated level of user service. In many schools the dual qualification will also give them a salary advantage, although this will not generally be commensurate with either the salary of a law professor of that of a legal practitioner. And the possession of a law degree does not automatically imply faculty rank in the law school.

I would stress that this situation applies only to academic law libraries, and then only to directors and reference librarians. It is still comparatively rare for professional staff to have law degrees if they fill positions in acquisitions, cataloging, documents or circulation. An assistant director may have a law degree, and the head of public services may, but the head of technical services would typically not. It is also comparatively rare for professional librarians in law firm libraries, or in court libraries, to have more than an M.L.S. degree. Academic law librarians comprise only a minority of the membership of the American Association of Law Libraries. Most of the members are employed by law firms. For obvious reasons there are virtually no law librarians employed by public libraries, except where these institutions are large enough to have bibliographers or subject specialists appointed for legal materials.

Most academic law libraries are too small to have bibliographers of their own. Book selection and collection development is generally performed by those members of the professional staff who have legal training - in addition to any other duties they may have. Acquisitions departments in law libraries are often order departments without book selection responsibilities. There are about a dozen very large academic law libraries which maintain significant collections of foreign, comparative and international law. These libraries will sometimes have a "Foreign Law Librarian", usually with professional qualifications in a European legal system, who acts as a bibliographer and reference specialist for non-American materials.

To a very large extent the inherent nature of legal publishing effectively restricts the amount of book selection that is done in a law library. Most legal publishing is serial in nature. Statutes are enacted at each session of every legislature; court decisions are handed down every day by the same courts; editorial commentary is frequently provided in the form of looseleaf services, and the legal literature in periodical form is extensive. Monographic treatises on legal subjects are relatively few. It would not be unusual for an academic law library to devote 75% or more of its book budget to serial publications, and to add 10,000 volumes a year, but only 4,000 titles.

The format of legal publishing is heavily influenced by the practical needs of the legal profession. Lawyers and judges invariably need to know what the law is <u>today</u>, not what it was last year, or last month, or even yesterday. Nothing is more embarrassing for an attorney than to stand up in court and cite a statute that has been repealed or a court case that has been overruled. A hard-bound law book is always suspect authority, because there <u>must</u> inevitably have been a delay of several months between authorship and publication. Legal publishers find many ways around this problem: looseleaf services, newsletters, pamphlets, supplements, pocket parts, advance sheets, current awareness services, citators and periodicals. Even monographic treatises may be updated by periodic pamphlets.

The control of this material creates innumerable problems for the serials department in a law library. Take the example of the annotated set of Louisiana statutes[7]. This is a cumulation of all

Louisiana statutory law currently in force, including the constitution and the civil code, arranged by subject, indexed and annotated with references to other statutes and relevant court decisions. A full set comprises 85 volumes, or about five regular library shelves. Each volume is updated annually by a pamphlet that slides into a pocket in the back cover, and sometimes additional independent pamphlets are issued, as well as a periodic "interim annotation service". When the legislature is in session, current legislation is contained in a supplementary "session law service". Periodically the publishers will compile some of this supplementary material into a replacement volume for one of the original 85 volumes. This means that the original volume and several of the supplements are discarded. Sometimes the new material cannot be compressed into a single volume, and so it divides like an amoeba; Volume 16 becomes two volumes, 16 and 16A.

You can well imagine what the Kardex record looks like by this time. But that is only part of the problem. An attorney using the set for legal research needs to be assured that the pamphlet he is consulting is in fact the latest pamphlet. And there is tremendous pressure on the technical services department to rush newly issued pamphlets into service, and on the stack maintenance department to get the old material <u>out</u> of service. Keeping up with just one set of state statutes is a complex operation in itself. But a large academic law library might have ten or more sets of its own state statutes, as well as a set for each of the other 49 states, several sets of Federal statutes, and sets for many foreign jurisdictions. Every set has to be kept accurately up-to-date, and <u>in addition</u> an academic law library must

also cater for the legal historian, who wants to know "what the law was before they changed it". This means that the superseded materials cannot actually be discarded, but must be accessible to historians without confusing current researchers.

Given the emphasis on up-to-date information, it was of course inevitable that computers would be applied to the control of legal materials. The major legal citation services (AUTOCITE and SHEPARDS) are available on-line; in fact only one of them is also available in paper. The major legal periodical index is available in three formats: paper, ROM microfilm and on-line.[8] There are also a number of regular Lockheed and SDC data bases that serve the legal profession, notably those covering Congressional materials and subjects in which there is considerable legislative and litigative activity such as energy, pollution, human rights and child abuse. Reference departments in academic law libraries are regularly accessing these and other data bases, including general purpose services such as the New York Times and Information Bank II. Catalog departments are routinely using OCLC and RLIN.

But, the most exciting development in computers and the law has been the creation of large full-text data bases offering comprehensive computerized legal information retrieval. Two systems are available in the United States: LEXIS and WESTLAW.[9] Other comparable systems are offered in Canada and Europe. These are not merely abstracting or indexing systems intended for the use of legal research assistants. They are designed for the direct interactive use of attorneys and

other members of the legal profession. LEXIS actually manufactures special "UBIQ" terminals for installation on attorneys' desk tops. Custom designed keyboards provide specific keys for control functions such as "next page" and "next case". The systems can be learned in a couple of hours, and they offer up-to-date access to a broad range of statutes, regulations and court cases in both State and Federal jurisdictions and increasingly in foreign jurisdictions as well

Almost every academic law library in the country now has access to at least one of these full-text systems. But the terminals are not installed in reference offices, and their use is not restricted to library staff. The terminals are in fact provided for the use of the law school faculty and students, and most first-year law students receive compulsory instruction in the use of one of the systems after which they are permitted unlimited free access to the terminals. Most law schools encourage this activity, because they feel that their graduates will be insufficiently prepared to practise law unless they understand the abilities and advantages of computerized legal research. Significantly, in many law schools it is the public service law librarians who are teaching computerized legal research to the students.

So the role of reference librarian in an academic law library has a number of interesting facets. This person is, of course, a professional librarian with all of the bibliographic expertise and informational skills that a library school can bestow. This person is in addition a trained lawyer with a legal qualification equivalent to that

held by many of the law school's faculty. If these qualifications are to retain their validity, the reference librarian has to keep up with the literature in two disciplines, both of which are given to prolific publication. The reference librarian is expected as a matter of course to be conversant with major data-base systems such as DIALOG, ORBIT, BRS, OCLC, and to be much more than merely conversant with legal information retrieval systems such as LEXIS and WESTLAW. With these systems the reference librarian must be competent to instruct faculty and students, able to devise sophisticated search strategies, and to trouble-shoot problems. Part of the reference job will also probably include book selection and collection development, and superimposed on all this is the obligation to handle routine reference questions from a wide variety of users.

A popular misconception here is that academic law libraries serve only law professors and law students. They are certainly the main users, but there are also numerous others with a need to consult legal materials. These include historians studying legal history; journalism students learning about copyright and libel; business majors looking up commercial law; engineers worried about products liability; chemists wondering how to register patents; anybody and everybody wanting to know what the law says about abortion and adoption, ERA and IRS, marriage and divorce, wife beating and child abuse, arrest and bail, capital punishment and capital gains, privacy and publicity, organized labor and organized crime.

The really difficult part of handling these enquiries is to remember that one may give reference assistance, but one may not give legal advice. There are two very good reasons for this. One is that the practice of law is reserved for attorneys, and it is generally illegal for laymen and librarians, even if they have law degrees, to offer legal advice to the public. The other reason is that librarians who provide erroneous legal information may possibly expose themselves and their libraries to a tort action for damages. This complex subject has been thoroughly discussed in the literature[10], but it is a problem which seldom presents itself in black and white terms. It is often very difficult to determine where reference assistance ends and legal advice begins.

Academic law librarians are, of course, always willing to share their legal expertise with colleagues in other academic libraries. There are only four academic law libraries in Louisiana (LSU, Loyola, Tulane and Southern), but these four libraries employ a dozen professional librarians with legal qualifications. Some have in-state law degrees, some out-of-state, and four have foreign legal qualifications with expertise in French, Hispanic, British Commonwealth and Chinese legal systems. All four of the academic law libraries have comprehensive collections of U.S. Federal and State materials; LSU and Tulane also have considerable collections of foreign, comparative and international law. The current cataloging of these libraries is done through OCLC (Tulane plans to change to RLIN), and the entire LSU Law Library dictionary catalog can be purchased on microfiche.[11] LSU is also a participant in the Louisiana Numerical Register.

This has been a thumbnail sketch of academic law libraries and their activities. There has been no mention of government documents (most academic law libraries are selective depositories), or of the complexities of cataloging legal materials (LC schedules have not yet been devised for many foreign jurisdictions), or of the problems of controlling a large unclassified collection, or of legal materials in microform, or of audio-visual legal products, or of the bibliographic treasures of Louisiana's legal history which stretches back to the Napoleonic Code and ultimately to Justinian and the Law of Rome. When you need information on any of these topics, please call a law librarian.

## NOTES

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3. For further details of academic law libraries, see the annual "Statistical Survey of Law School Libraries and Librarians," published in Law Library Journal.

4. American Bar Association. Approval of Law Schools: Standards and Rules of Procedure, as amended - 1979. Chicago, 1979. Chapter VI, p. 19-21; Annexes II and III, p. 32-35.

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# ONLINE BIBLIOGRAPHIC RETRIEVAL SERVICES IN THE UNDERGRADUATE LIBRARY

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The capability to do computerized literature searching was first introduced into the state of Louisiana through its medical schools in the early 1970's by the National Library of Medicine, which pioneered in the development of computer assisted bibliographic publications. Some years earlier, computer retrievable databases in medicine as well as other disciplines had originated when a number of federally sponsored programs, most notably those of the National Science Foundation, helped fund the conversion of scientific data to a computer accessible form. In many cases, the information to be computerized was index information, and its conversion was undertaken to aid in the publication of printed indexes. It was discovered that the computerized index could be searched with a speed and accuracy that could never be matched manually, and the availability and update of an index once put into the computer eliminated the several months' wait for the printed form.

By setting type electronically, NLM produced the August 1964 issue of Index Medicus in eighteen hours, resulting in an automated bibliographic database which was to become available for machine searching. Within a short time, other government agencies like the National Library of Agriculture, as well as the National Library of Medicine, were able to offer computer searching facilities to their laboratories. Far from being the

sophisticated online interaction with the computer we are accustomed to expect today, the first computer searches were processed in a batch mode; a user submitted a search, and it was done at the operation headquarters on a schedule with turnaround time running 40 to 90 days (1).

Experience with the medical databases available from NLM suggested commercial possibilities. In 1970, Systems Development Corporation (SDC), a commercial vendor, developed for NLM an interactive retrieval system that was the precursor of the current MEDLINE (2). A second commercial vendor, Lockheed Information System, had also gained experience in the online information business by pursuing an independent research project DIALOG. A development contract with NASA led to the NASA/RECON service which was installed in 1969. In 1971 Lockheed began commercial services on a limited basis. The company received more contracts in 1972, and added more databases, extending the discipline areas to chemistry, business and agriculture by 1973 (3). By 1975 six out of ten of the major academic libraries in the U.S. were able to offer computer searching to their patrons (4). A third vendor, Bibliographic Retrieval Service, entered the picture in May 1976 and began full system operation on January 3, 1977.

By 1978 several institutions in Louisiana had added computer assisted retrieval facilities mostly by contract with SDC or Lockheed (5,6). The LSU Medical School Library was the first in the state to sign a subscription-contract with the relatively new BRS. The Graduate School of Library and Information Science at LSU established a new course, LibS 7607, Online Systems and Services, and through this means and the various training workshops offered by the commercial vendors, Louisiana librarians acquired the necessary skills to interact with computers as well as with patrons and

printed indexes. The Louisiana Online Users Group was organized by Bonita Brown of the Chemistry Library at LSU in March 1979; they held their first formal program at LLA in 1980.

At the present time, the majority of academic libraries in Louisiana have acquired the facilities to do computerized literature searching with the most recent addition being the use of the DIALOG system at Nicholls State University in Thibodaux. Since most of these institutions serve primarily undergraduate students, there are special considerations involved in the use of this rather non-traditional library resource, expecially for the preparation of traditional assignments.

Three aspects of the use of online bibliographic retrieval services in the undergraduate library have been selected for discussion in this paper. Two are general constraints on computerized searching which have particular implications in the undergraduate environment:

1) Is computer searching the method of choice or would another technique be just as effective or perhaps even better?
2) Is this method of searching affordable? To undergraduates with limited incomes, this is a primary consideration. If the library is fortunate enough to be able to subsidize such use, the question is important in deciding to whom such services can be offered.

The third factor, however, is unique to the undergraduate setting, where one of the major functions of the library is its use in instruction: i.e., does the computer search have any value as a teaching tool?

In consideration of 1), numerous papers have been written comparing

literature several years ago when libraries were debating whether or not to add such capabilities. Even though the addition of such services is now an accomplished fact at most institutions, it is profitable to consider the advantages of both systems when dealing with the patron whose question could conceivably fall into the machine search category.

Basically the advantages of manual searching might be listed as:

1) More retrospective coverage. It is often a disappointment to patrons that very few online databases cover any literature before the early seventies or late sixties. Since this whole process was a byproduct of computer production of the printed form of the index, it is very likely that literature searches predating this period must always be done manually.

2) Serependipity. The use of this term implied that the use of a printed index, like any other professional reading, exposes the user to articles and/or ideas which may not be relevant at the moment but which may prove useful for the future. It is closely related to the advantage that a manual search offers for:

3) Browsing, which is aided by the classified format that most printed indexes provide in some form or other

4) Additional selectivity. The user of a printed index can be much more discriminating than a computer, and articles recognized as of little value receive only the passing glance. That is, when a patron sits down with a final list of articles which were derived from a manual search, their relevancy should be higher than those gleaned from a computer search because they have been refined by an experienced human eye.

5) Control. All aspects of a manual search are under the control

of the end user. There are no worries about computers being down, the U.S. Mail, or the interpretation of a problem to an intermediary.

6) Cost. As far as the patron is concerned, most manual searches are free.

Computer searching provides the following advantages to all users:

1) Coordination of terms. The real strength of machine searching lies in its capability to combine two or three concepts in a single topic and to zero in on those specific articles: day care centers in Russia; tissue culture of kidney tubules; spectrochemical studies of the asteroids. Terms can be combined online which are difficult or impossible to coordinate manually. The CROSS index in BIOSIS is virtually impossible to use in the printed copy, although the capability for the combining of terms manually is provided through CROSS. However, it is a much more workable concept by machine and is readily usable. Age group and other restrictors can be used in combination with other terms for MEDLINE searches. These are not available through manual searching. The ability to formulate combinations of keywords to describe subjects plus the ability to review results online provides the searcher with methods lacking in manual techinques.

2) Time-saving capabilities. Not only is the computer able to look for terms faster than any manual searcher, it also provides printed output which may often be automatically sorted by author, journal, title, etc. for the convenience of the user.

3) More access points. No printed index offers the option of searching title words, abstract words and indexing terms all at the same time; or searching researchers by location, or searching patents by assignee, for example.

4) Thoroughness. Along with the fact that there are more access points to search, the computer doesn't miss references because it is tired or careless. This is a tremendous advantage for the serious researcher.

5) Resource expansion. Often there are databases available online which a library cannot afford in printed copy, and there are one or two files which are only available through computer searches.

Most undergraduate students are concerned only with time and cost, having somehow also picked up the idea that computer searching is much less effort. Occasionally they realize that they require thoroughness and coordination of terms, but most are not this knowledgeable. They have not developed their library skills to the point where the other advantages and disadvantages of machine searching hold any concerns for them. For a second type of student, the library itself is overwhelming, but technology provides a result so simple that they find the computer more satisfactory than the Readers' Guide.

We are all familiar with the process of teaching students how to use the Readers' Guide or the Magazine Index to choose articles which may be of use, and then how to find these articles in the library. Most take away a rudimentary idea of this process and what it involves, although many go through the steps, manage to procure a few citations, manage to find them, and write the paper. Often it is apparent that they did their library work from some sort of instinct and never did once understand what was really going on. A couple of years later, the same student is confronted with a similar problem, but he is no longer in English I; he is in an upper level biology course and expected to produce a fairly

comprehensive term paper. Most likely his instructor has some idea that "these kids have got to learn how to use the library."

To the student, the relationship between journal articles and A & I services is vague; knowledge of indexing techniques is absolutely non-existent, and worse of all, this library problem has no relationship to that long-ago English paper, one of whose purposes was to teach the use of the library. As a biology major, he is confronted with Biological Abstracts and its KWIC index, with Index Medicus and its controlled vocabulary, or with the Biological and Agricultural Index and its free text. Most students again muddle through, manage to find a few citations, and write the paper. With the help of a librarian, they may even manage to learn a few things about the A & I services in their discipline. Rarely do they learn enough to utilize and exploit library resources to even a moderate extent.

By far the most interesting implication which I have encountered for online bibliographic reference retrieval in the undergraduate setting is that it can be used to introduce students to rather complex library skills. Lee and Miller mention that few students seem to find instruction (7) in the use of computer searching as dull as they often consider other bibliographic instruction. There are at least two reasons for this--one is the almost magical quality of the computer itself (8), and the second is the rumor that the computer does all the work and the patron doesn't do anything.

For the second type of student, the one for whom the library is an overwhelming experience, the psychological security of a computer produced list provides a foundation on which to develop some library skills. By

the time at least some of the items on that list have materialized as the needed information, he is sure to feel less helpless and more at ease in the library.

In the academic library, the librarian's analogy to the classroom setting is the reference interview. There has been a great deal written concerning the reference interview and its particular application to computer searching (9,10). Let me briefly go through some of the things which a student must do, learn or discuss in the process:

1) Articulation of the topic. The objectives of this step are several: The topic must be clearly defined, appropriately limited or broadened, and clearly explained to the librarian. Only after this has been done can it be decided whether or not the subject is better researched by computer or manual methods.

2) Choice of the A & I service to be searched. For the most part, a beginning student must rely on the librarian for help in this choice. Several sources may be pointed out at this time--Somerville mentions that this may be the first opportunity for the student to learn of these tools--how they relate to each other, and the most efficient means for their use (10). There is certainly an excellent opportunity for a discussion of library research techniques. In most cases the patron should examine the printed index before deciding that a computer search is the most appropriate solution to his problem, for frequently a patron decides that the printed index is all he needs. Even if a computer search appears to be in order, the librarian might wish to explain how much the search may be improved if he finds one or two good references which can be re-retrieved by computer in order to locate good indexing terms.

3) Choice of indexing terms. Sometimes the topic is a subject heading in an index. For example:

legalized gambling (cf. gambling--laws and legislation in the Readers' Guide);

sudden infant death syndrome (in Index Medicus).

This usually indicates a poor subject for a computer search but an excellent chance to show a student how to refine a topic. In conjunction with 1), the student may, on studying the printed index, revise his topic or choose not to pursue a machine search because he has discovered it really isn't necessary.

If the source that the student needs to use is computer generated, such as a KWIC or KWOC index, or if it has a controlled vocabulary, the preliminary preparation for the computer search provides an opportunity to talk about the purpose and types of indexing. It is very important, for example, that the student have a rudimentary idea at least of such policies as indexing to the narrowest term or use of controlled vocabulary versus free-text terms.

4) Choice of a printed format. This is such a simple matter that I hesitate to mention it, but we have become increasingly aware that students have little grasp of what is meant by such terms as source, bibliography, abstract, abstract number, etc., especially as it relates to their problem. A discussion of how the results are to be printed leads naturally into a much better understanding of the main purpose of secondary sources.

The last consideration of computer searching which has a particular implication in the undergraduate environment is cost. This is an aspect

certainly not my purpose here to argue free searching versus paid searching. All searches, manual or machine, cost someone, generally the user, either time, money or a combination of both. I would like to point out some methods of keeping charges lower, for I find that they are also compatible with the use of the technique as a teaching device.

1) Judicious choice of subject. Most of the time, the undergraduate, as opposed to the researcher, can control the topic of his search. By selecting very current aspects of a "hot" topic, or by combining several concepts, a student can limit the number of references yet cover his choice of subject adequately.

2) Preliminary searching in manual indexes gives the student not only an idea of what material is available but also an idea of what indexing terms are appropriate.

3) Use of one data base only. Although there is a tendency for the librarian to suggest all the files which may be useful in searching for a particular subject, Evans points out that maximum cost effectiveness is realized by careful selection of one file and better execution of the search in that file rather than by the use of multiple files (11). This is especially true for undergraduates. If the searching of several files is necessary, the patron may elect to select one for computer searching and the others to do manually. For example, because of its indexing, Biological Abstracts is searched more efficiently by computer. Index Medicus, on the other hand, lends itself readily to manual searching. Since these two services overlap and are often useful for the same topic, a student might use his money and time most wisely by purchasing a computer search of BA and using the printed version of IM.

4) Format. Vendors offer the option of an accession-number-only format, and many times this corresponds to an abstract number in the printed version. DIALOG can spin these numbers out in an amazingly short time even at a 30 baud rate, saving both type and print charges. Of course the student must use them in conjunction with the printed service to obtain the bibliographic citations and/or the abstract, but looking them up increases his familiarity with the printed copy. It also makes the results of the search available on the terminal immediately, without having to wait for the citation list to be mailed.

5) Extensive discussion with the librarian. I hope that this is not only a cost saving device but always a useful learning experience for any student.

In short, online searching may be used to teach sophisticated library techniques and searching techniques to a student patron who appears to be exhibiting more interest than he would normally have in ordinary bibliographic instruction. It is not, under any circumstances, meant to offer students an easy way of doing research or to provide a substitute for a well thought out examination of the literature (10). From this aspect, it would not seem to be a technique which is off-limits in any undergraduate course, and, in fact, perhaps could be formally worked into many courses as another aid to instruction in the library. As with any computerized process, it should channel the time and effort of the tedious tasks of searching into the more intellectual planning and critical parts.

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